

DOCUMENT RESUME

ED 069 259

AC 014 006

TITLE Inventory of Readiness for Literacy. Phase 1: Visual Discrimination and Select Cognitive Abilities.
INSTITUTION New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
PUB DATE 72
NOTE 62p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Adult Literacy; Anglo Americans; *Cognitive Ability; Evaluation Techniques; *Illiterate Adults; *Learning Readiness; Literacy; Scoring; Test Construction; *Tests; *Visual Discrimination; Visual Measures
IDENTIFIERS *Test of Readiness for Literacy

ABSTRACT

This inventory is designed to assess the degree to which adults who are illiterate possess some of the more commonly acknowledged requisites to learning to read. Instructions for administering the inventory are provided in enough detail to insure a reasonably accurate assessment of visual discrimination and select cognitive abilities. The inventory may be given to groups of students, and the directions assume a classroom situation with 20 or less students who speak English as their native language; however, with slight modifications, the inventory may be administered on an individual basis. The inventory takes about 45 minutes to complete. Fourteen pages of the inventory contain enlargements that are needed for the Visual Memory--Objects in Isolation Test. Scoring is accomplished by recording the number of correct responses over the total possible correct for each of the tests, as indicated on the scoring sheet that is provided. No norms are available for the inventory. The Test of Readiness for Literacy is made up of the following sections: I. Following one-step directions; II. Following two-step directions; III. Left-right; IV. Same-different; V. First-second-third-last; VI. Visual discrimination; VII. Visual memory; and VIII. Cognition. (DB)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Inventory of Readiness for Literacy

Phase I: Visual Discrimination and Select Cognitive Abilities

ED 069959

The University of the State of New York • The State Education Department
Bureau of Continuing Education Curriculum Development • Albany • New York • 12224

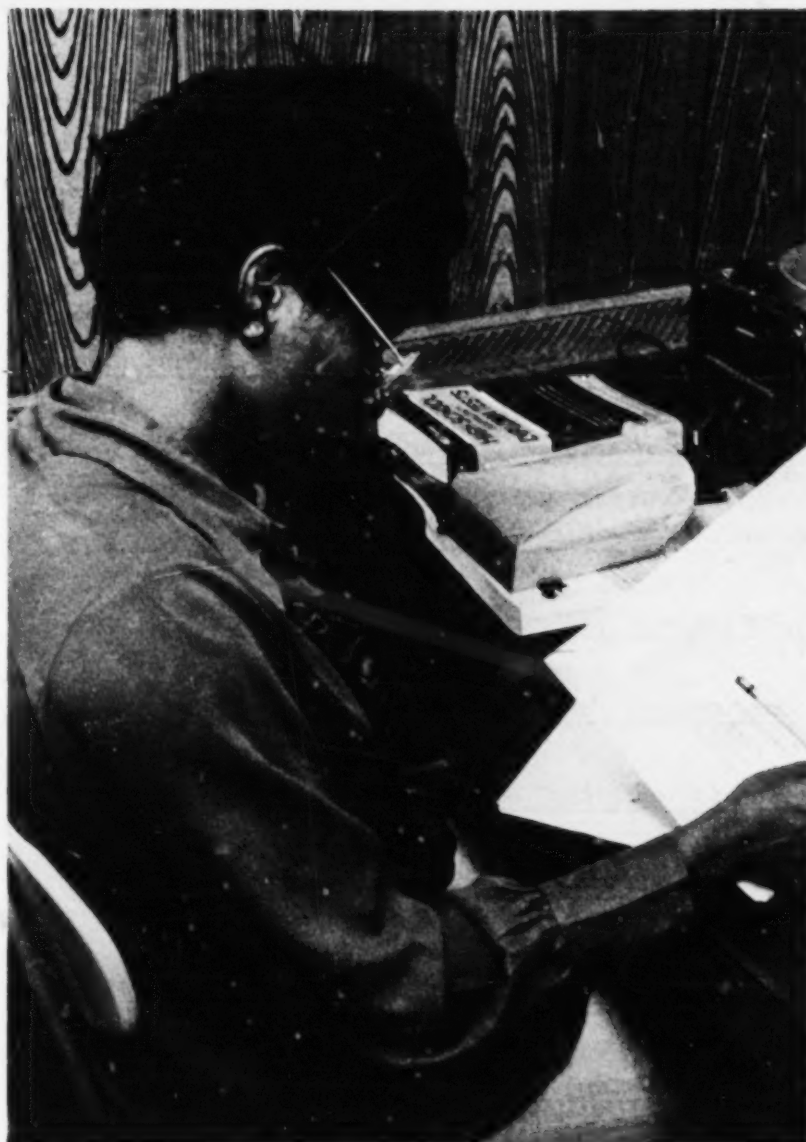
1972

1

Inventory of Readiness for Literacy

Phase 1: Visual Discrimination and Select Cognitive Abilities

ED 069959



The University of the State of New York • The State Education Department
Bureau of Continuing Education Curriculum Development • Albany • New York • 12224

1972

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984 Joseph W. McGovern, A.B., J.D., L.H.D., LL.D., D.C.L.,
 Chancellor- - - - - New York
 1985 Everett J. Penny, B.C.S., D.C.S., Vice Chancellor - - - - White Plains
 1978 Alexander J. Allan, Jr., LL.D., Litt.D. - - - - Troy
 1973 Charles W. Millard, Jr., A.B., LL.D., L.H.D.- - - - Buffalo
 1987 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.- - Purchase
 1975 Edward M. M. Warburg, B.S., L.H.D.- - - - - New York
 1977 Joseph T. King, LL.B. - - - - - Queens
 1974 Joseph C. Indelicato, M.D.- - - - - Brooklyn
 1976 Mrs. Helen B. Power, A.B., Litt.D., L.H.D., LL.D. - - - Rochester
 1979 Francis W. McGinley, B.S., J.D., LL.D. - - - - Glens Falls
 1980 Max J. Rubin, LL.B., L.H.D. - - - - - New York
 1986 Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D. - - - Hastings on
 D.Sc. Hudson
 1982 Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D. - - - Syracuse
 1983 Harold E. Newcomb, B.A. - - - - - Owego
 1981 Theodore M. Black, A.B., Litt.D.- - - - - Sands Point

President of the University and Commissioner of Education
 Ewald B. Nyquist

Executive Deputy Commissioner of Education
 Gordon M. Ambach

Deputy Commissioner for Elementary, Secondary, and Continuing Education
 Thomas D. Sheldon

Associate Commissioner for Instructional Services

Assistant Commissioner for Instructional Services (General Education)
 Bernard F. Haake

Director, Division of School Supervision
 Gordon E. Van Hooft

Chief, Bureau of Continuing Education Curriculum Development
 Herbert Bothamley

Assistant Commissioner for School Services
 Leo A. Soucy

Director, Division of Continuing Education
 Monroe C. Neff

Chief, Bureau of Basic Continuing Education

FOREWORD

This inventory is designed to assess the degree to which adults who are illiterate possess some of the more commonly acknowledged requisites to learning to read. Personnel in Federal Adult Basic Education, New York City, initially brought the need for such a program to the attention of the State Education Department. James T. Fleming, associate professor, and Edward R. Sipay, professor, both at the State University of New York at Albany, and Virginia A. Rovelli, supervisor of reading, Ballston Spa Schools, devised the inventory.

George K. Tregaskis, associate in the Bureau of Continuing Education Curriculum Development, directed the project and conducted the testing phase of the pilot edition at various ABE centers throughout the State. Lois Matheson, associate, Bureau of Basic Continuing Education, acted as liaison between the bureaus and centers involved.

It is anticipated that this effort to identify specific deficiencies which may hinder the process of learning to read will provide much-needed direction to curriculum planners and instructors who are committed to the task of providing every citizen with the best possible opportunity to become literate.

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing Education
Curriculum Development

GORDON E. VAN HOOFT, *Director*
Division of School Supervision

MESSAGE TO THE INSTRUCTOR

The instructions for administering this inventory have been provided in detail extensive enough to insure a reasonably accurate assessment of visual discrimination and select cognitive abilities. It is expected that the examiner will not have to supplement these instructions any more than is necessary to realize the intent of a particular item. Any departure, though, from the prescribed procedure should be kept to a minimum and done with discretion, as, in certain cases (such as the items on following directions) a radical departure may significantly distort the intent of the item. As means of simplifying the instructions, the abbreviations E for examiner and S and Ss for subject and subjects have been used, and all directions to be spoken by the administrator have been italicized.

The inventory may be given to groups of students and the directions assume a classroom situation with 20 or less students who speak English as their native language. However, with only slight modifications the inventory may be administered on an individual basis. As with most diagnostic procedures, the one to one arrangement offers the instructor the additional advantage of being able to pursue the reasoning behind the students' divergent responses and by so doing, gain greater insight into their thinking processes.

Whether administered to a group or to an individual, the inventory takes about 45 minutes to complete. With certain groups of slower students, the administrator may wish to introduce the testing procedures of X marking and using a piece of paper as a row marker before beginning the test and then reviewing the procedure when it is called for in the testing situation.

The enlargements found on pages 30 through 43 are needed for the Visual Memory — Objects in Isolation test and should be cut and pasted on stiff oaktag. The word "elephant" should be presented in its common, unhyphenated configuration and not on the two lines which its inclusion in this publication necessitated. The inventory booklet itself is contained on pages 1 through 29 and may be reproduced for student use by xeroxing or any other duplicating process. Scoring is accomplished by recording the number of correct responses over the total possible correct responses for each of the tests as indicated on the scoring sheet, page 44. No norms are available for this inventory; however, when the pilot edition was administered to 70 adults enrolled in basic literacy classes, the result was that approximately 86 percent of the total responses were correct.

Part II of the *Inventory of Readiness for Literacy* is presently under development and will focus on the student's ability to make auditory discriminations.

MONROE C. NEFF, *Director*
Division of Continuing Education

TEST OF READINESS FOR LITERACY

Directions for Administering

This is not a speed test. Allow students the time they seem to need to respond, which will be approximately 5-10 seconds per item.

I. Following one-step directions

Page 1

Test page should be reproduced on chalkboard. While pointing to correct box, E will preface each direction with, *In this box...*

- a. *Make any mark you want.*
- b. *Make a line.*
- c. *Make a circle.*
- d. *Make a square.*

Page 2

Test page should be reproduced on chalkboard. While pointing to correct box, E will preface each direction with, *In this box...*

- a. *Make your initials.*
- b. *Make a line on the cup.*
- c. *Make a line under the cup.*
- d. *Make a line around the cup.*

II. Following two-step directions

Page 3

(E must preface with: *Do not make a mark with your pencil until I say "mark."*) Directions should not be repeated.

- a. *Make a line on the bus; make a line under the man. Mark.*
- b. *Make a line on the man; make a line around the bus. Mark.*
- c. *Make a line under the bus; make a line around the man. Mark.*
- d. *Make a line around the bus; make a line under the man. Mark.*

III. Left-right

Page 4

(E must preface with:

Look at the trains and TV's in this box. Now...)

- a. *Make a line on the train on the left.*
- b. *Make a line on the TV on the right.*
- c. *Make a line on the train on the right.*
- d. *Make a line on the TV on the left.*

Page 5

(E must preface with:

Look at the pins and coins in this box. Now...)

- a. *Make a line from the pin on the left to the coin on the right.*
- b. *Make a line from the coin on the left to the pin on the right.*
- c. *Make a line from the car on the left to the money on the right.*
- d. *Make a line from the money on the left to the car on the right.*

IV. Same-different

Page 6

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

- a. *Put a mark like this (E demonstrates X on the board) in this box if the two things are the same.*
- b. *Put a mark like this (E demonstrates X on the board) in this box if the two things are the same.*
- c. *Put a mark like this (E demonstrates X on the board) in this box if the two things are the same.*
- d. *Put a mark like this (E demonstrates X on the board) in this box if the two things are the same.*

Page 7

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

- a. *Put a mark like this (E demonstrates / on the board) in this box if the two things in the box are different.*

- b. *Put a mark like this (E demonstrates ✓ on the board) in this box if the two things in the box are different.*
- c. *Put a mark like this (E demonstrates ✓ on the board) in this box if the two things in the box are different.*
- d. *Put a mark like this (E demonstrates ✓ on the board) in this box if the two things in the box are different.*

V. First-second-third-last

Page 8

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

- a. *Look at this row of boxes. (E will point to first row.) Put a mark like this (X) in the first box.*
- b. *Look at this row of boxes. (E will point to second row.) Put a mark like this (X) in the last box.*
- c. *Look at this row of boxes. (E will point to third row.) Put a mark like this (X) in the third box.*
- d. *Look at this row of boxes. (E will point to fourth row.) Put a mark like this (X) in the second box.*

VI. Visual discrimination

A. Differences

• Pictures

Page 9

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

- a. *In this row, one picture is different from the others. Put a mark like this (E demonstrates X on the board) on the picture that is different.*
- b. E repeats directions for a.
- c. E repeats directions for a.
- d. E repeats directions for a.
- e. E repeats directions for a.

Page 10

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

a. *In this row, one picture is different from the others. Put a mark like this (E demonstrates X on the board) on the picture that is different.*

b. E repeats directions for a.

c. E repeats directions for a.

d. E repeats directions for a.

e. E repeats directions for a.

Page 11

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

a. *In this row, one picture is different from the others. Put a mark like this (E demonstrates X on the board) on the picture that is different.*

b. E repeats directions for a.

c. E repeats directions for a.

d. E repeats directions for a.

e. E repeats directions for a.

• Geometric shapes

Page 12

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

a. *In this row, one shape is different from the others. Put a mark like this (E demonstrates X on the board) on the shape that is different.*

b. E repeats directions for a.

c. E repeats directions for a.

d. E repeats directions for a.

e. E repeats directions for a.

• Letters

Page 13

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

a. *In this row, one letter is different from the others. Put a mark like this (E demonstrates X on the board) on the letter that is different.*

b. E repeats directions for a.

c. E repeats directions for a.

d. E repeats directions for a.

e. E repeats directions for a.

• Words

Page 14

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

a. *In this row, one word is different from the others. Put a mark like this (E demonstrates X on the board) on the word that is different.*

b. E repeats directions for a.

c. E repeats directions for a.

d. E repeats directions for a.

e. E repeats directions for a.

B. Likenesses

• Pictures

Page 15

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

a. *This is a model picture. (Point to unboxed picture.) Find the picture in this row that is like the model picture. Put a mark on the picture that is the same as the model.*

b. E repeats directions for a.

c. E repeats directions for a.

d. E repeats directions for a.

e. E repeats directions for a.

• Geometric shapes and letters

Page 16

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

- a. *This is a model shape. (Point to unboxed shape.) Find the shape in this row that is like the model shape. Put a mark on it.*
- b. E repeats directions for a.
- c. E repeats directions for a.
- d. E repeats directions for a.
- e. E repeats directions for a.

• Letters

Page 17

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

- a. *This is a model letter. (Point to unboxed letter.) Find the letter in this row that is like the model letter. Put a mark on it.*
- b. E repeats directions for a.
- c. E repeats directions for a.
- d. E repeats directions for a.
- e. E repeats directions for a.

• Words

Page 18

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

- a. *This is a model word. (Point to unboxed word.) Find the word in the boxes in this row that is like the model word. Put a mark on it.*
- b. E repeats directions for a.
- c. E repeats directions for a.
- d. E repeats directions for a.
- e. E repeats directions for a.

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

- a. *This is a model word. (Point to unboxed word.) Find the word in the boxes in this row that is the same as the model word. Put a mark on it.*
- b. E repeats directions for a.
- c. E repeats directions for a.
- d. E repeats directions for a.
- e. E repeats directions for a.

VII. Visual memory

- Objects in large scene

Pages 20 and 21

Look at the picture on page 20. Study it carefully and try to remember as much of it as possible. (E allows Ss to study picture for 10 seconds.) Now turn to the next page. Without looking back at the picture, put a mark on each thing you remember seeing in the picture.

- Objects in isolation

Pages 22 and 23

(Ss will need an 8 1/2 x 11 plain piece of paper and will need to be shown how to use it to cover entire page and uncover one row of pictures at a time. Begin with entire page covered.)

- a. *Keep the cover over the page until I tell you to uncover a row. You uncover a row like this. (E demonstrates on board — pictures in boxes not same as on test.) I am going to show you a picture. When I tell you to uncover the row, find the picture that looks just like it. Then put a mark like this (E demonstrates an X) on that picture. Expose the picture of a cup for 5 seconds. Move your paper down to uncover the first row. Mark the picture that looks just like the one I showed you.*
- b. *Wait 5 seconds, then expose the picture of the fork for 5 seconds. Move your paper down to uncover the next row. Mark the picture that looks just like the one I showed you.*
- c. *Wait 5 seconds, then expose the picture of the ant for 5 seconds. Move your paper down to uncover the next row. Mark the picture that looks just like the one I showed you.*

- d. Wait 5 seconds, then expose the picture of the corn for 5 seconds. *Move your paper down to uncover the next row. Mark the picture that looks just like the one I showed you.*
- e. Wait 5 seconds, then expose the picture of the cup for 5 seconds. *Move your paper down to uncover the next row. Mark the picture that looks just like the one I showed you.*

Page 24

- a. *Keep the cover over the page until I tell you to uncover a row. You uncover a row like this. (E demonstrates on board — letters in boxes not same as on test.) I am going to show you a letter. When I tell you to uncover the row, find the letter that looks just like it. Then put a mark like this (E demonstrates an X) on that letter. Expose the large letter c for 5 seconds. Move your paper down to uncover the first row. Mark the letter that looks just like the one I showed you.*
- b. Wait 5 seconds, then expose the large letter m for 5 seconds. *Move your paper down to uncover the next row. Mark the letter that looks just like the one I showed you.*
- c. Wait 5 seconds, then expose the large letter b for 5 seconds. *Move your paper down to uncover the next row. Mark the letter that looks just like the one I showed you.*
- d. Wait 5 seconds, then expose the large letter o for 5 seconds. *Move your paper down to uncover the next row. Mark the letter that looks just like the one I showed you.*
- e. Wait 5 seconds, then expose the large letter d for 5 seconds. *Move your paper down to uncover the next row. Mark the letter that looks just like the one I showed you.*

Page 25

- a. *Keep the cover over the page until I tell you to uncover a row. You uncover a row like this. (E demonstrates on board — words in boxes not same as on test.) I am going to show you a word. When I tell you to uncover the row, find the word that looks just like it. Then put a mark like this (E demonstrates an X) on that letter. Expose the large word elephant for 5 seconds. Move your paper down to uncover the first row. Mark the word that looks just like the one I showed you.*
- b. Wait 5 seconds, then expose the large word cat for 5 seconds. *Move your paper down to uncover the next row. Mark the word that looks just like the one I showed you.*
- c. Wait 5 seconds, then expose the large word cow for 5 seconds. *Move your paper down to uncover the next row. Mark the word that looks just like the one I showed you.*

- d. Wait 5 seconds, then expose the large word cot for 5 seconds. *Move your paper down to uncover the next row. Mark the word that looks just like the one I showed you.*
- e. Wait 5 seconds, then expose the large word cut for 5 seconds. *Move your paper down to uncover the next row. Mark the word that looks just like the one I showed you.*

VIII. Cognition

A. Categorization

Page 26

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

- a. *Three of the things in this row belong together in some way. One of the objects is not like the other three. Put a mark on the one that does not belong with the other three things.*
- b. E repeats directions for a.
- c. E repeats directions for a.
- d. E repeats directions for a.
- e. E repeats directions for a.

B. Sequencing

Page 27

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

- a. *In this row there are three pictures that show the order in which something would be done. There is also an empty box. Now look at the next row. Which picture from this row belongs in the empty box to show the next thing that would happen? Put a mark on the picture that would show the next thing that would happen.*

Page 28

(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

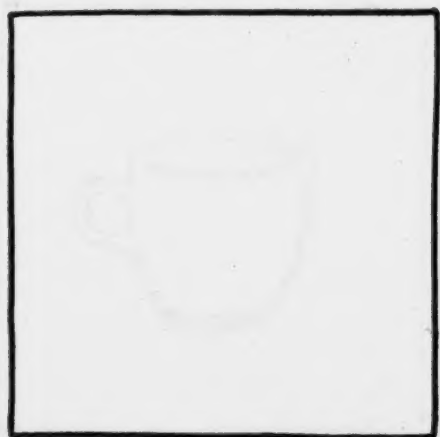
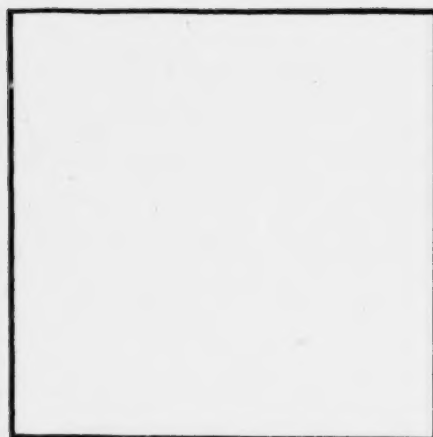
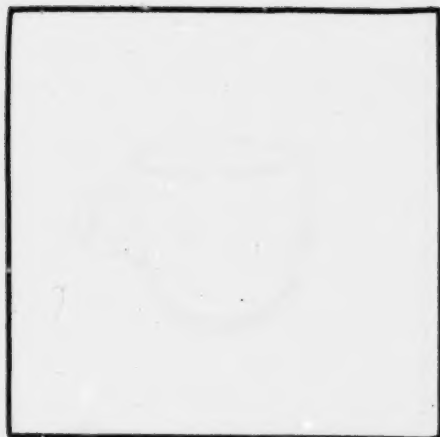
- a. *In this row there are three pictures that show the order in which something would be done. There is also an empty box. Now look at the next row. Which picture from this row belongs in the empty box to show the next thing that would happen? Put a mark on the picture that would show the next thing that would happen.*

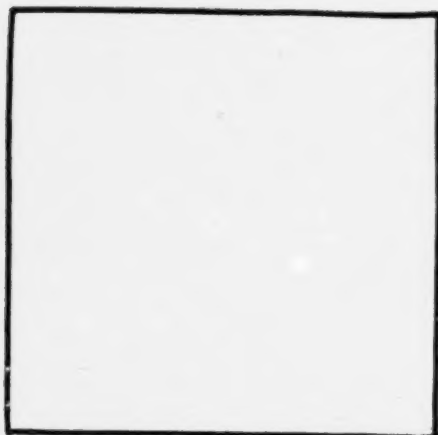
C. Analogies

Page 29

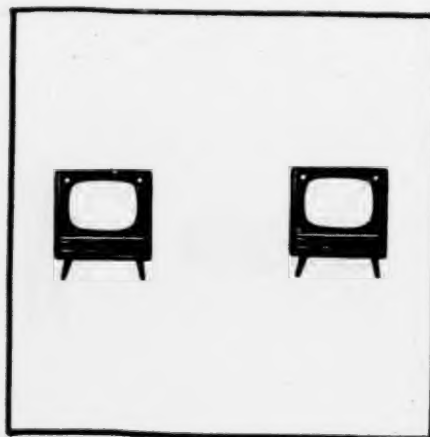
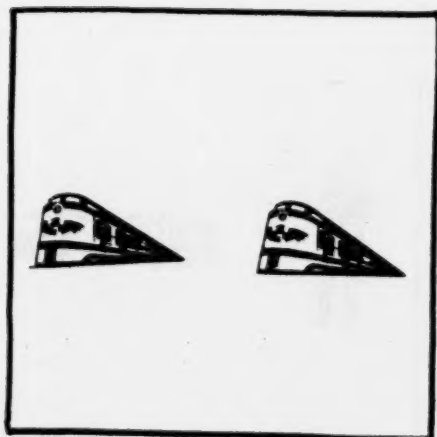
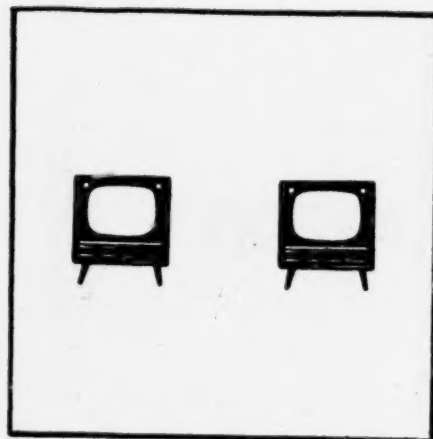
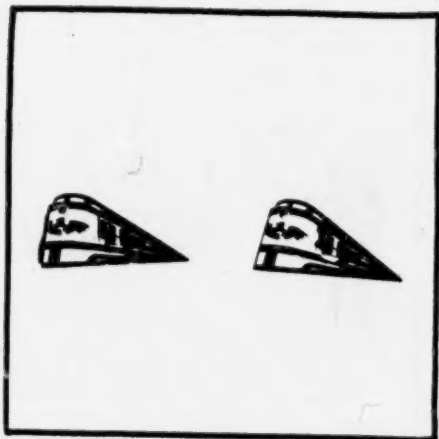
(E should hold test page so that all Ss can see it. E should point to each row being referred to.)

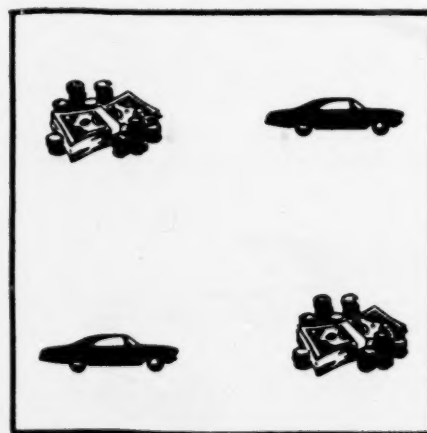
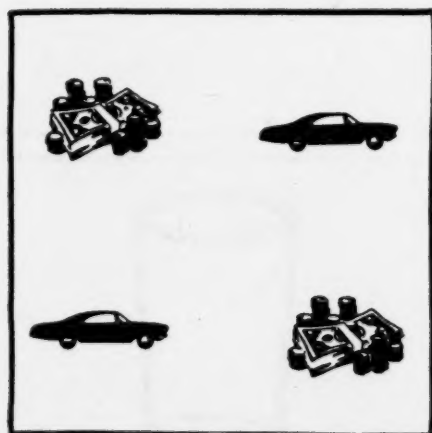
- a. *Look at the two things in the model picture. A hand and an arm belong together in a special way. Two of the objects in one of these boxes go together in almost the same way. Mark the box that shows two things that go together in almost the same way as a hand and an arm.*
- b. Repeat with button and shirt.
- c. Repeat with light switch and light bulb.
- d. Repeat with ticket and theater.





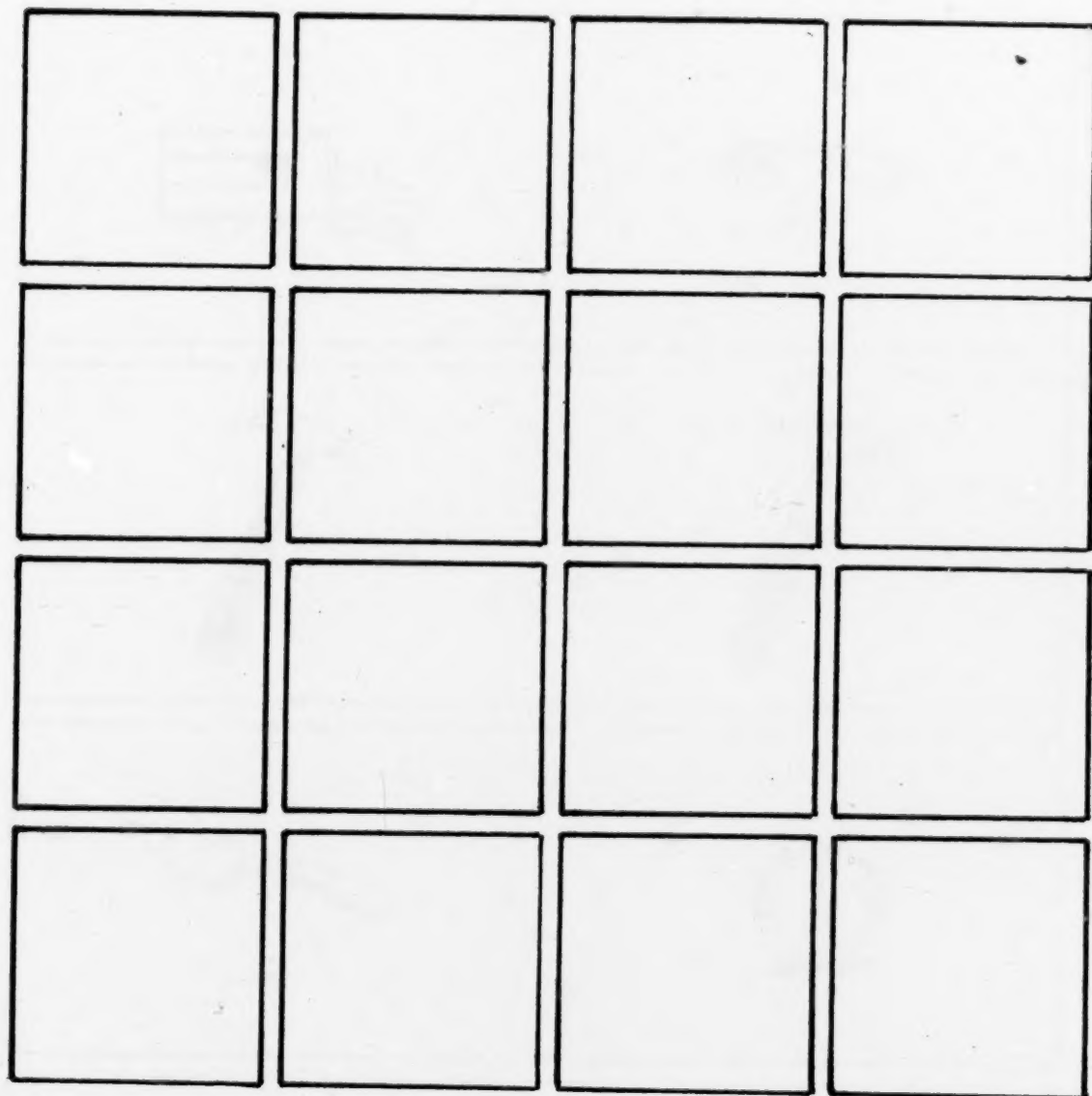


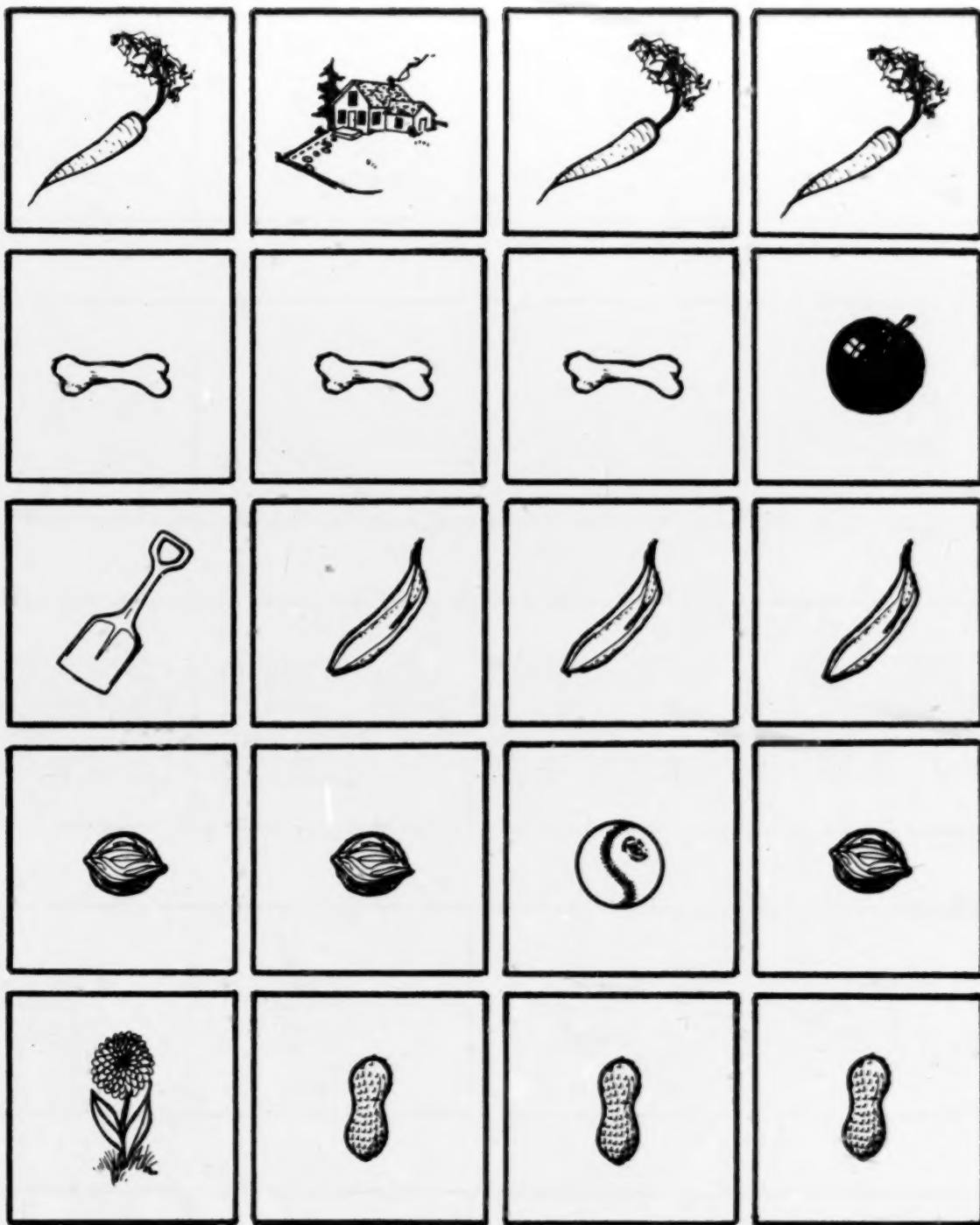


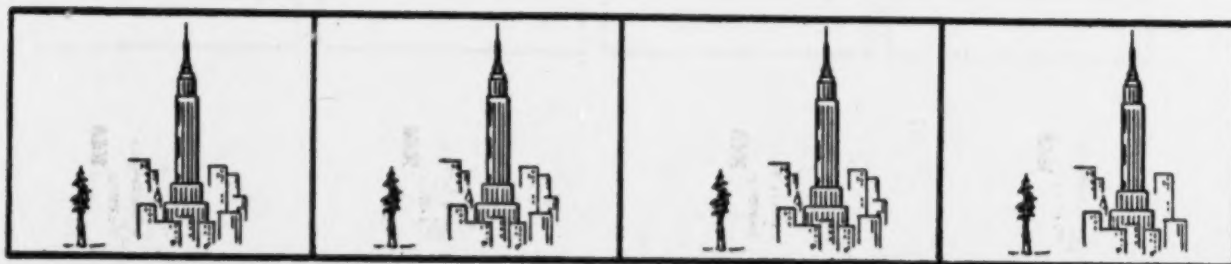
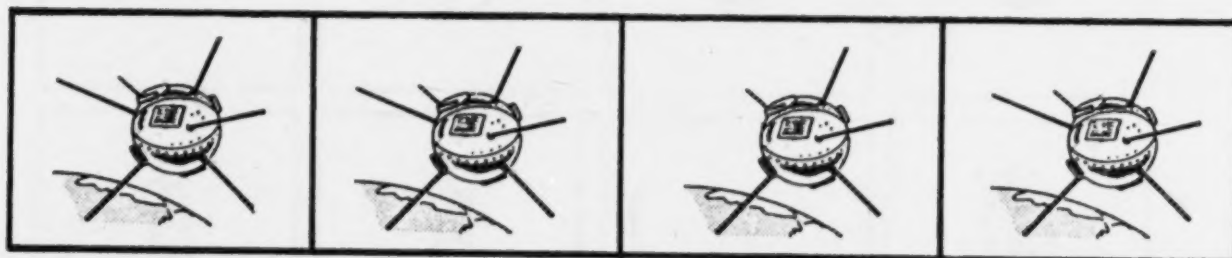
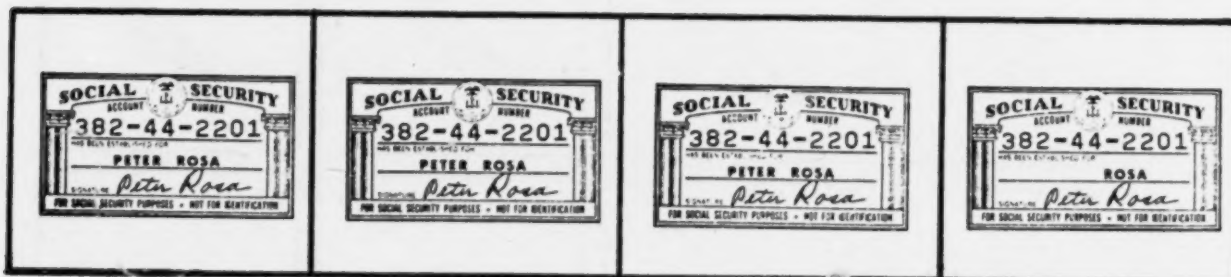
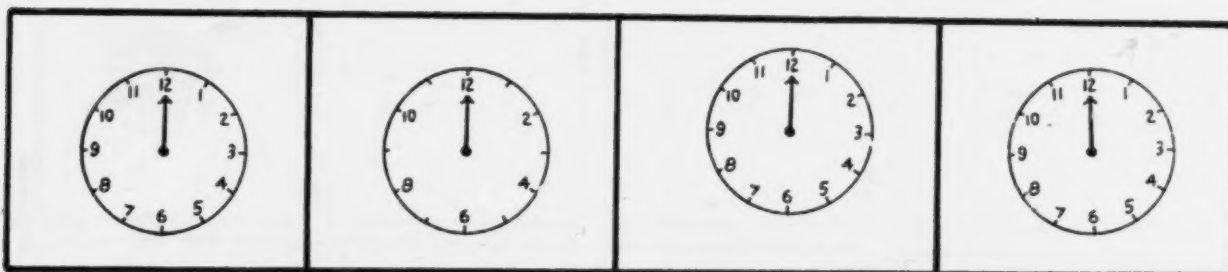
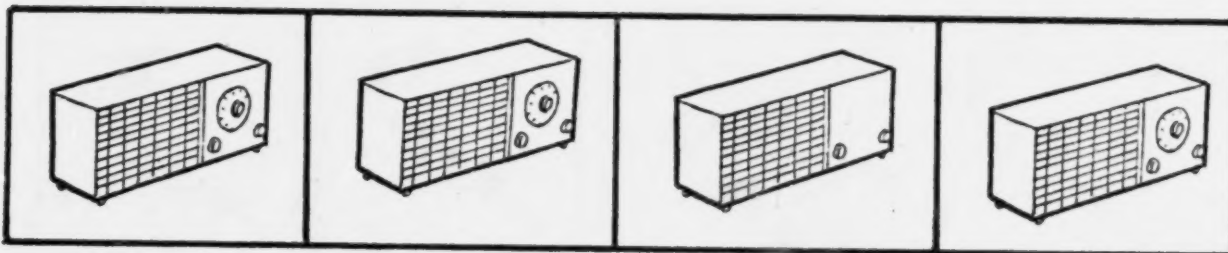


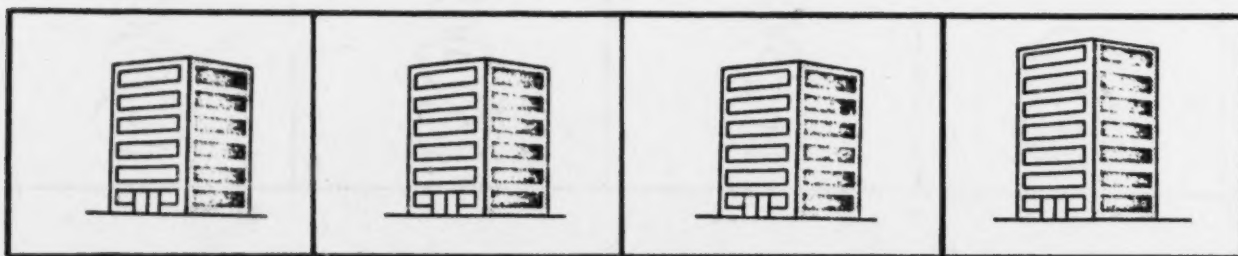
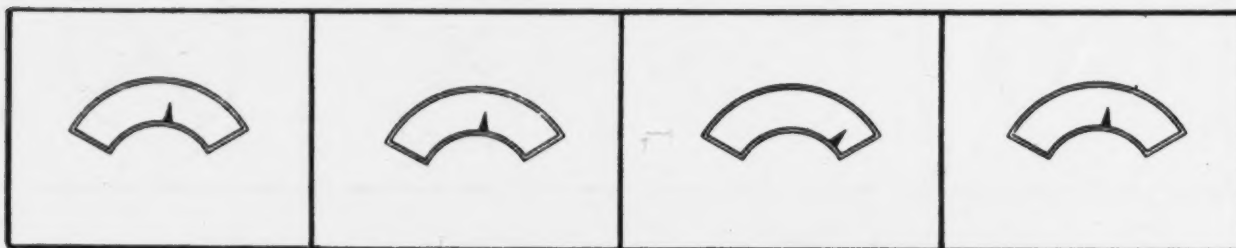


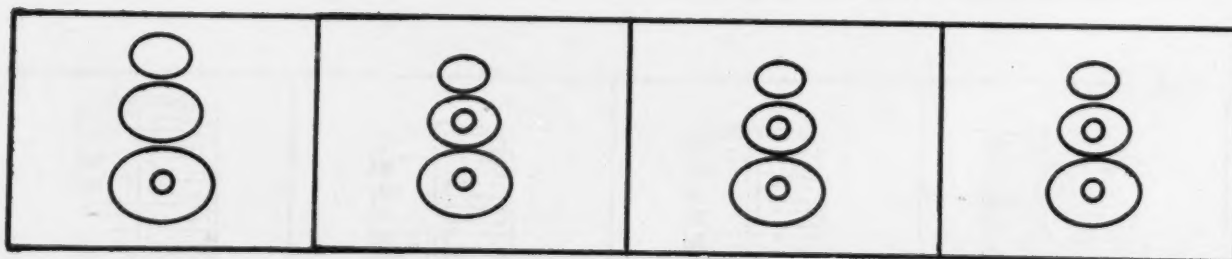
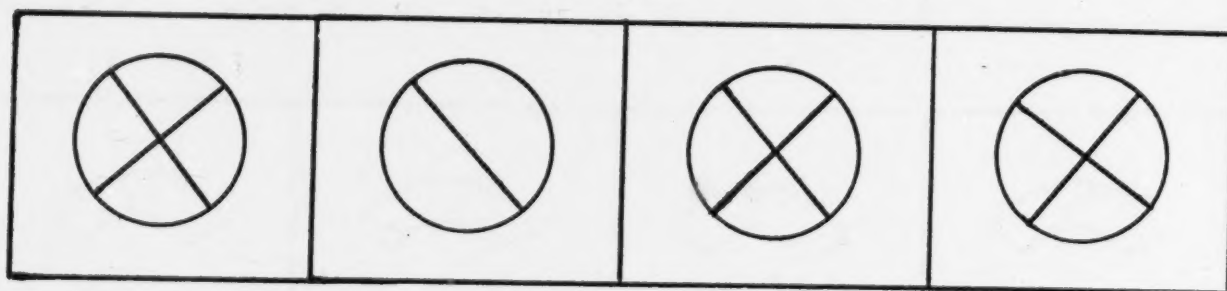
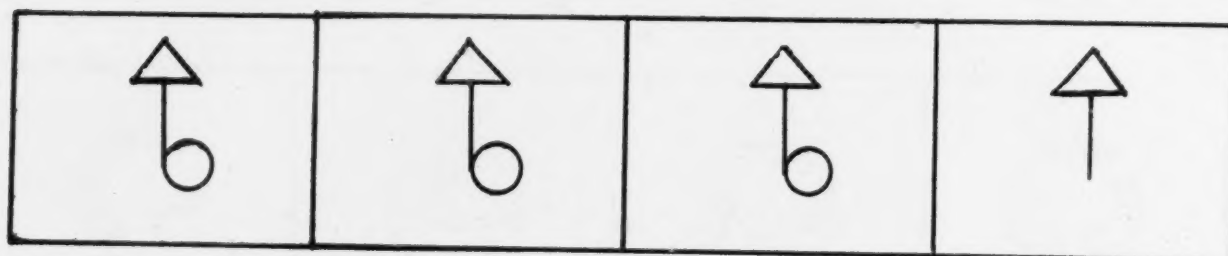
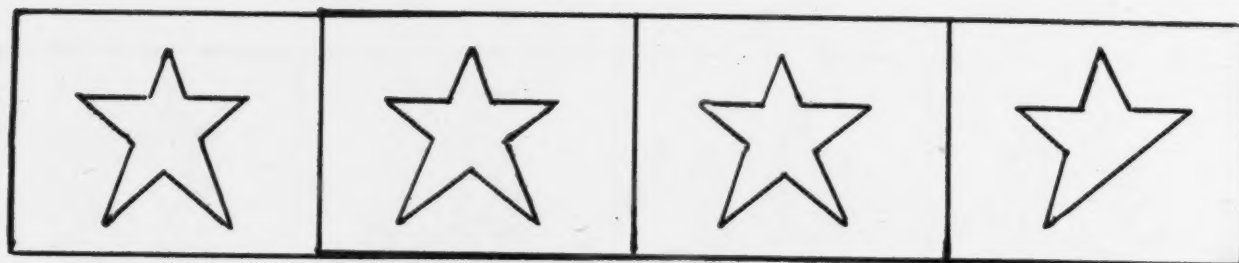
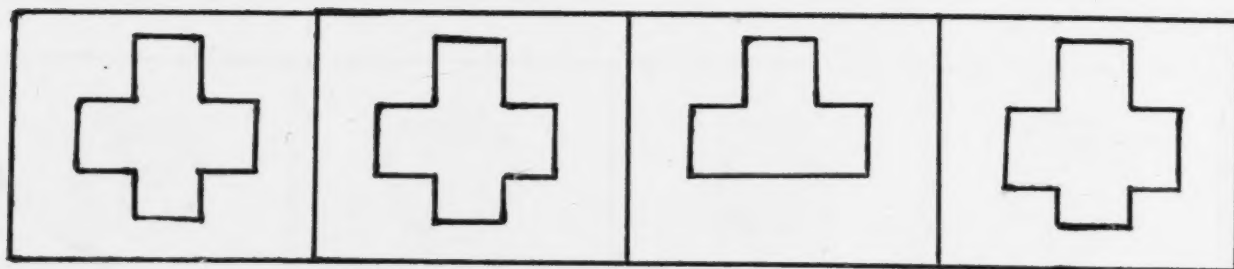






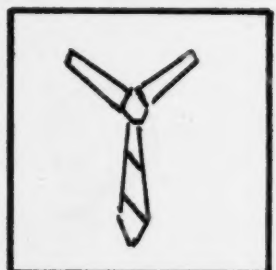
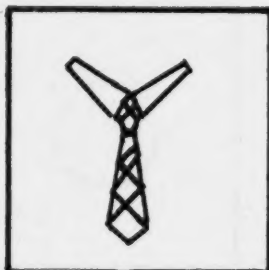
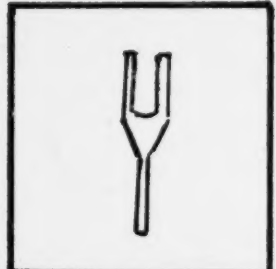
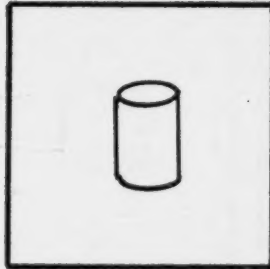
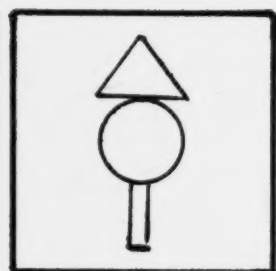
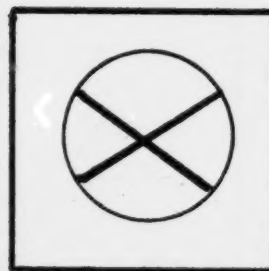
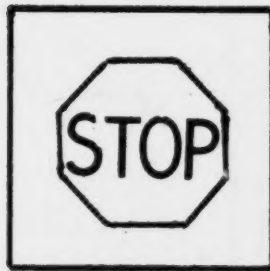


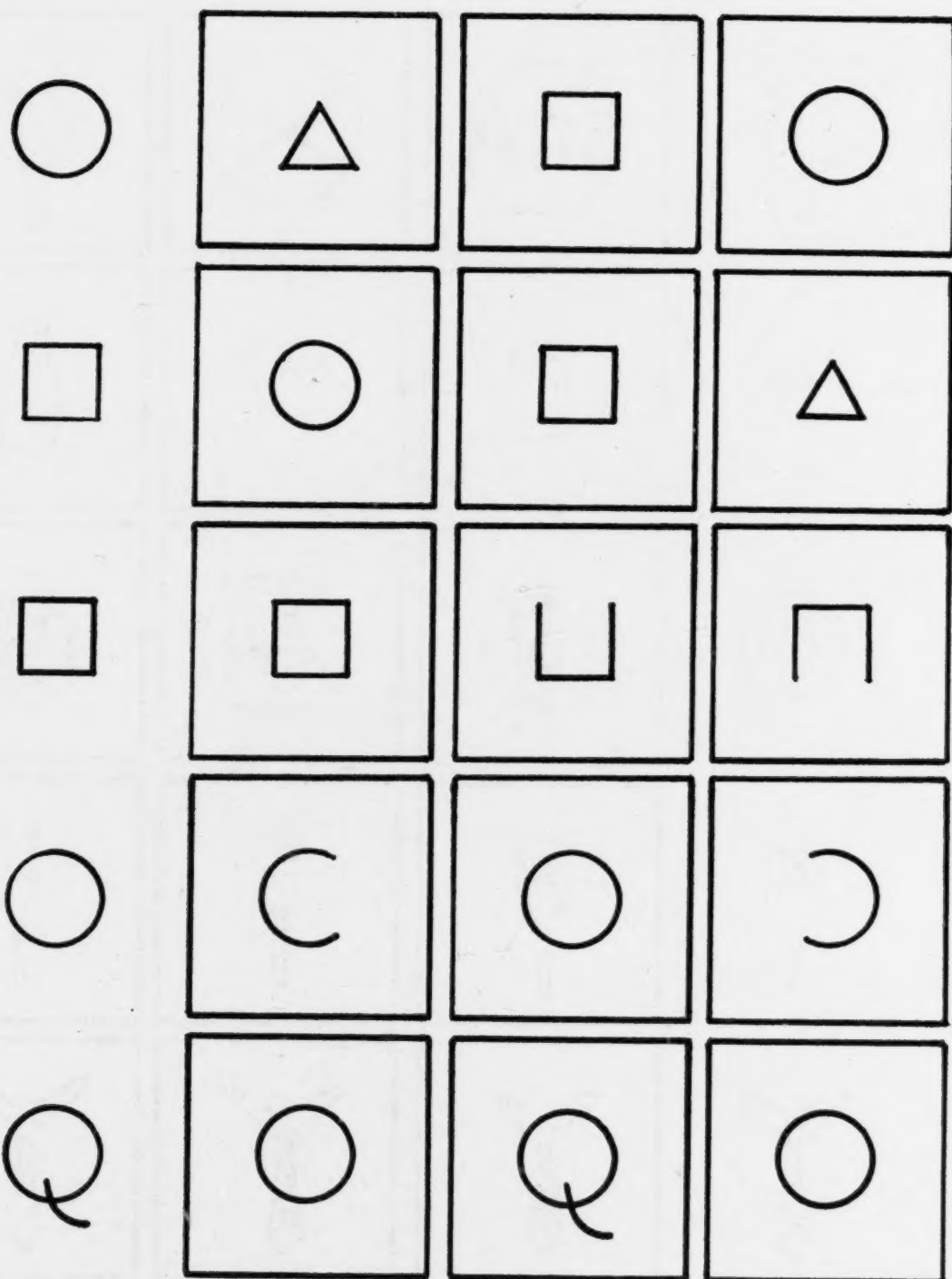




Q	Q	O	Q
E	F	E	E
n	h	h	h
e	e	e	c
a	a	o	a

<i>HAD</i>	<i>HAD</i>	<i>HAI</i>	<i>HAD</i>
<i>WIN</i>	<i>WIN</i>	<i>WIN</i>	<i>VIN</i>
<i>bulb</i>	<i>bull</i>	<i>bulb</i>	<i>bulb</i>
<i>odd</i>	<i>ood</i>	<i>odd</i>	<i>odd</i>
<i>lame</i>	<i>lame</i>	<i>lame</i>	<i>lane</i>





x

c

f

x

m

m

n

o

d

h

d

b

o

c

o

e

b

d

p

b

P.M.

A.M.

P.M.

P.S.

Bob

Bib

Bob

Bab

hen

hem

her

hen

rib

rib

rip

rid

fad

lad

tad

fad

rug

urg

gur

rug

him

imh

him

mih

eat

aet

ate

eat

oar

oar

ora

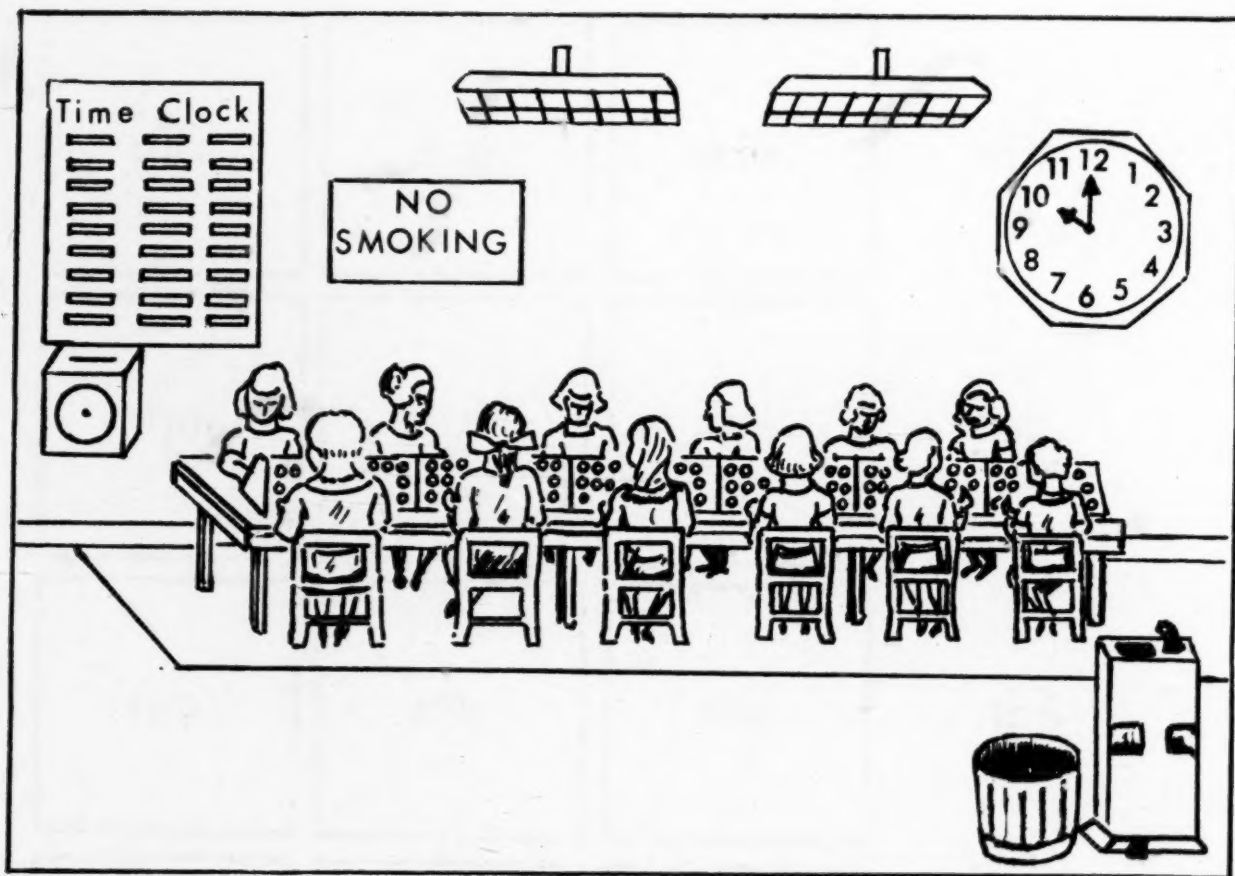
aro

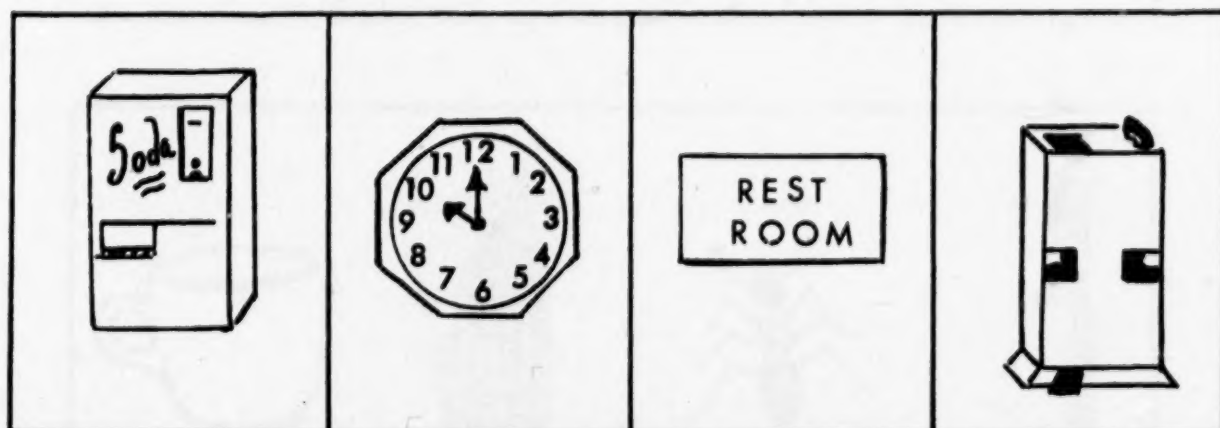
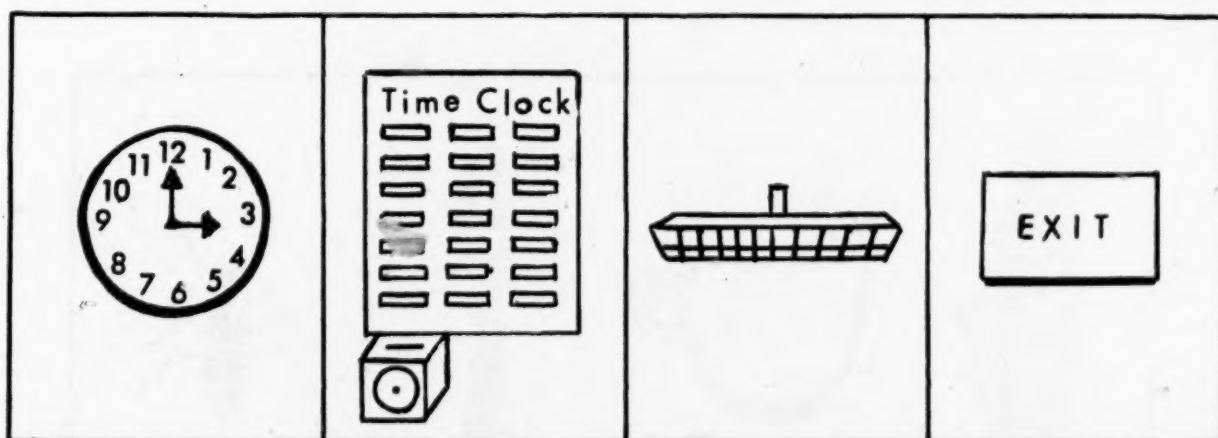
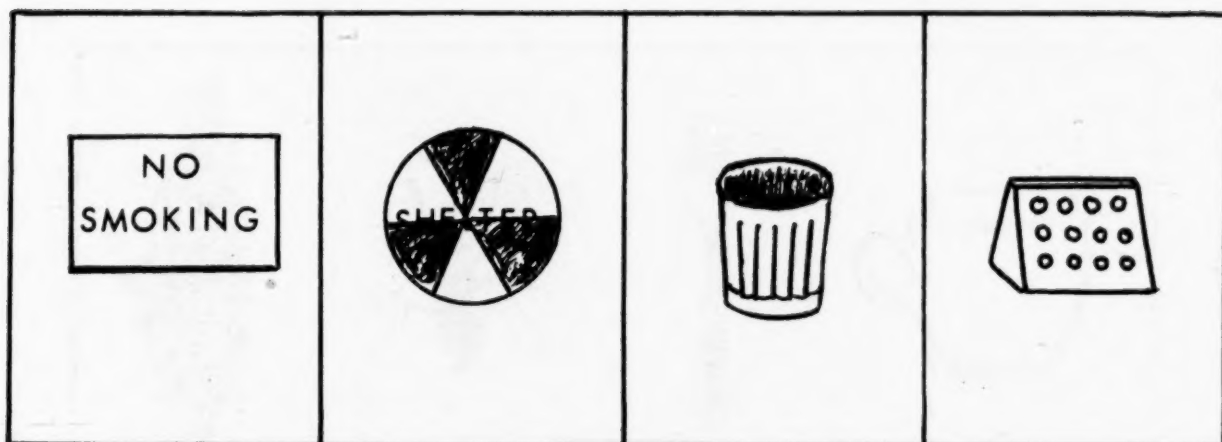
bad

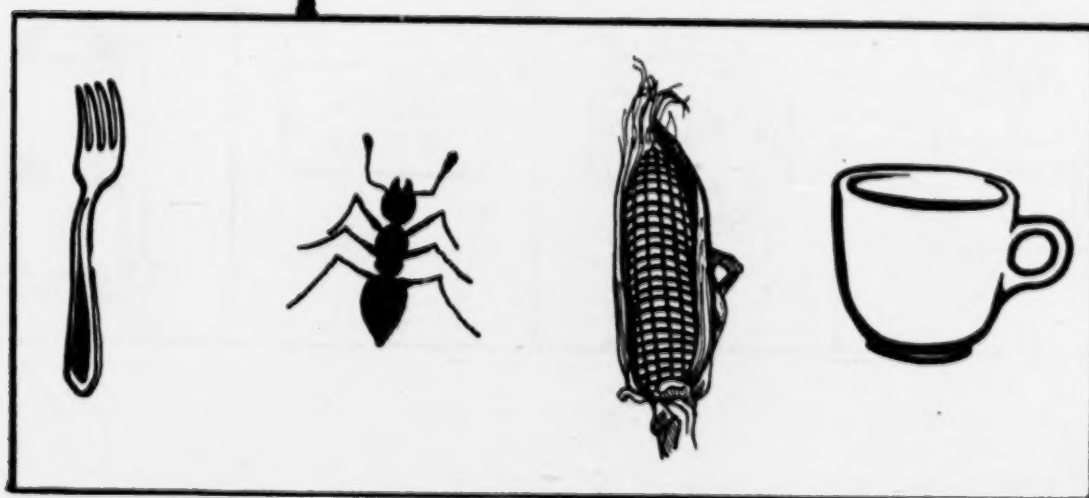
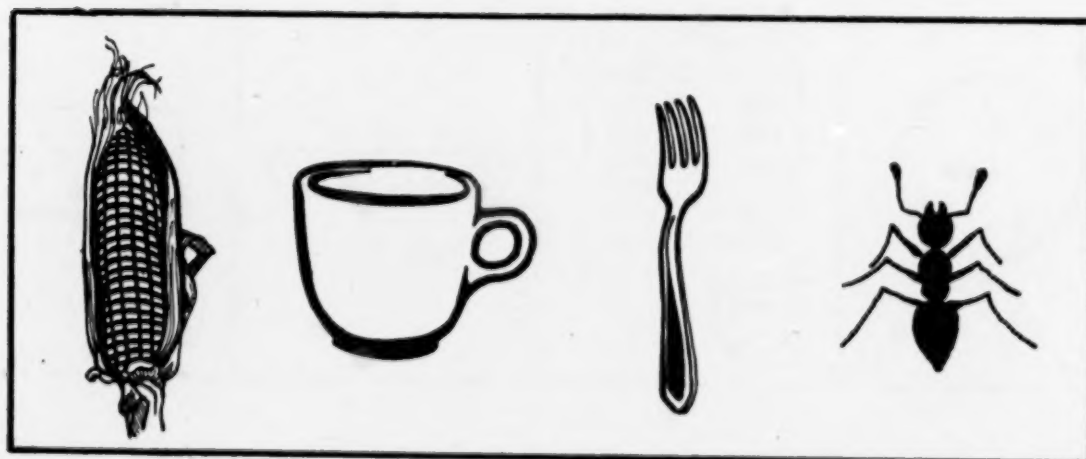
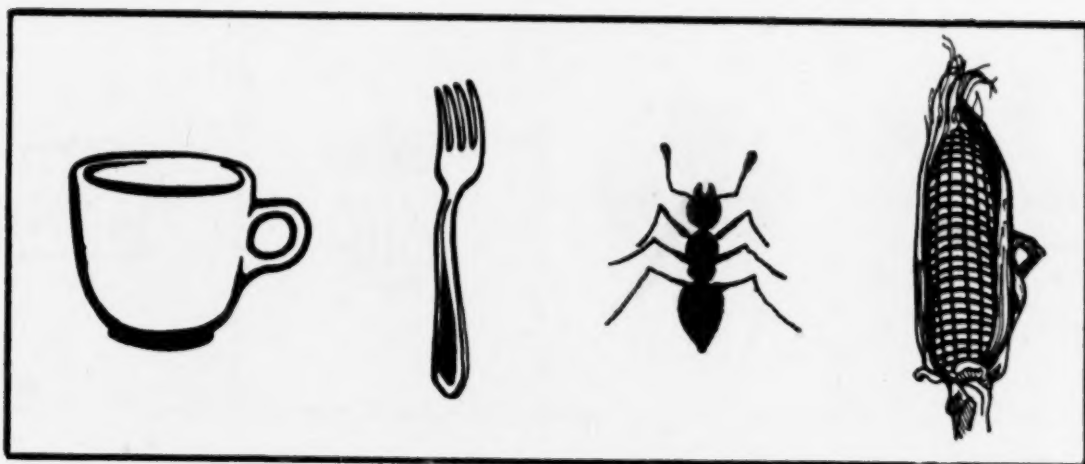
dab

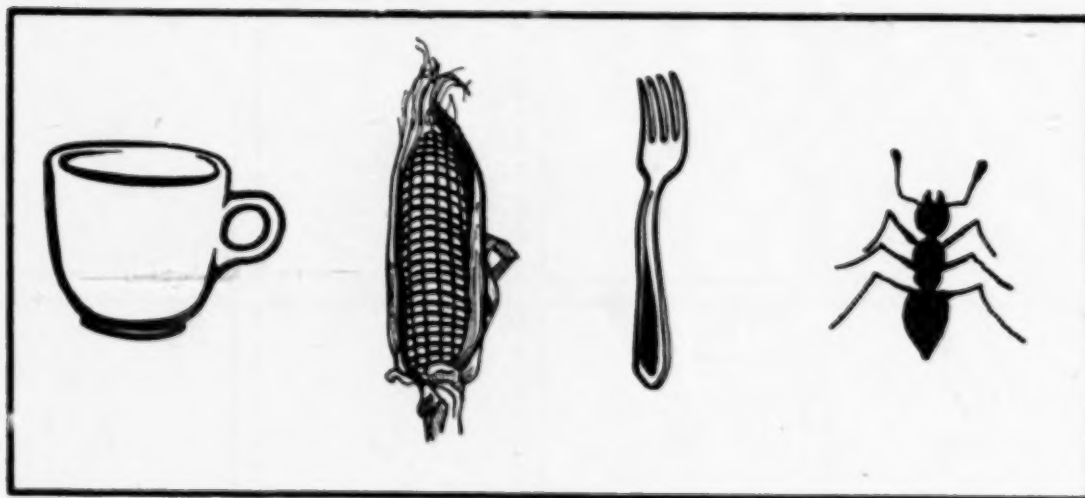
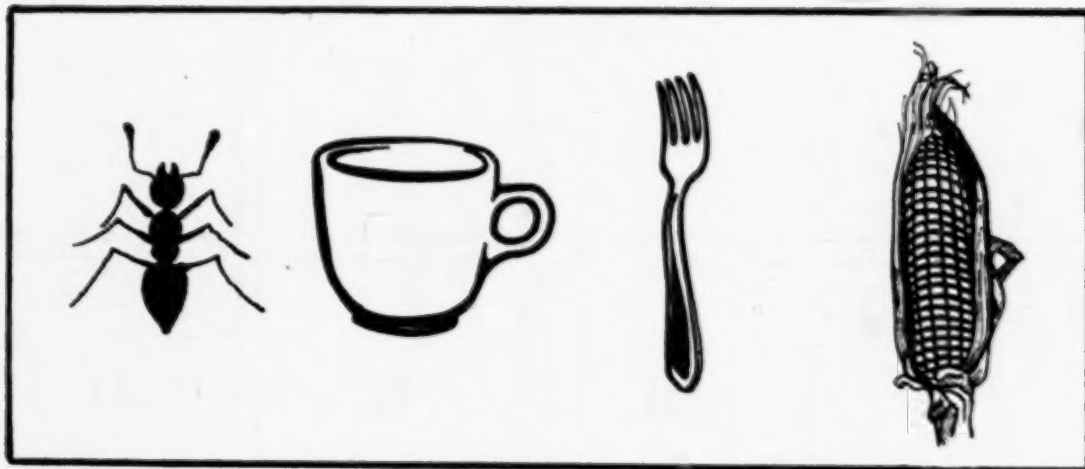
bad

bab



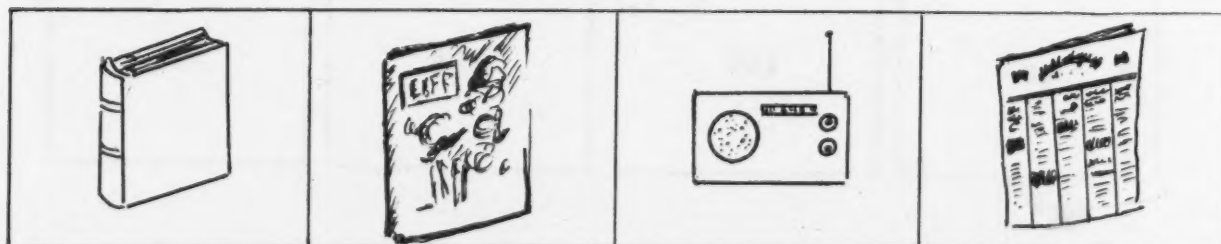
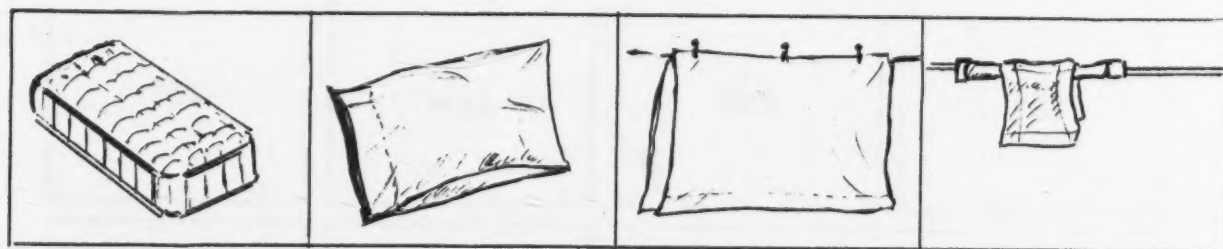
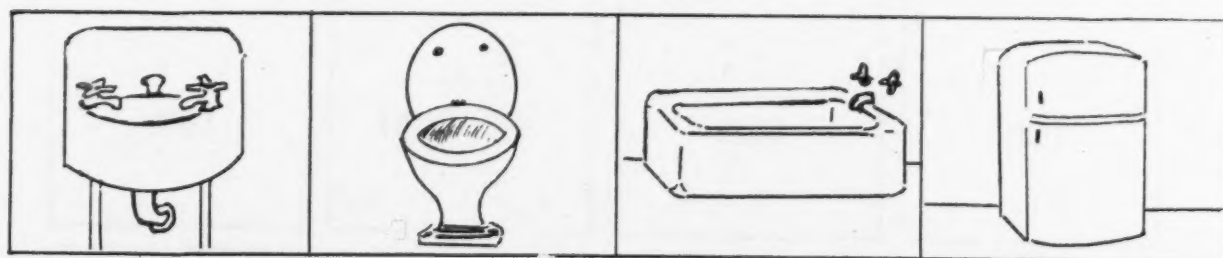
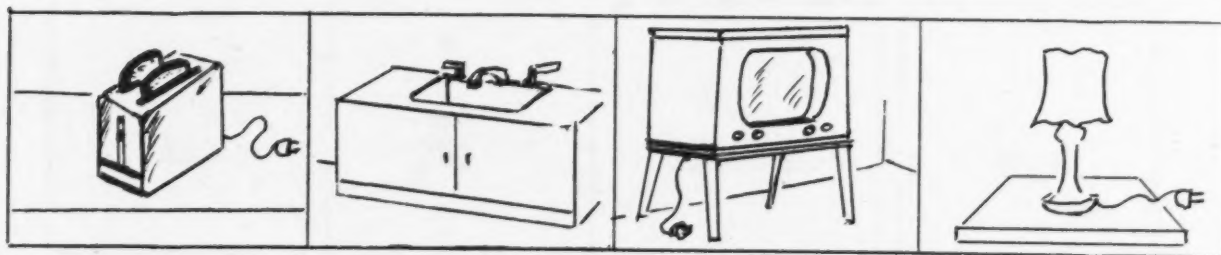
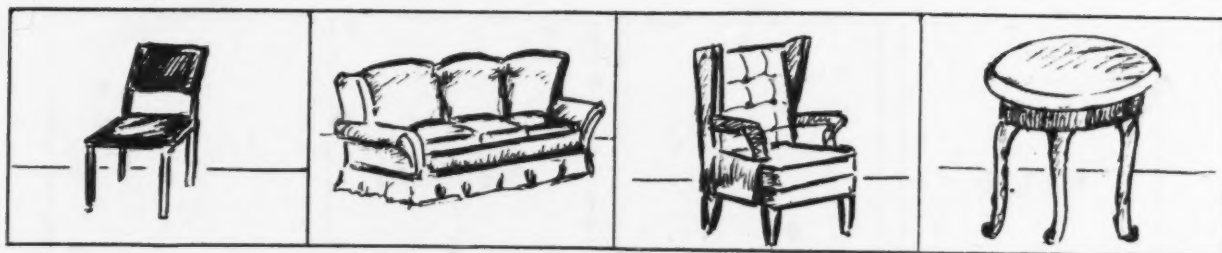


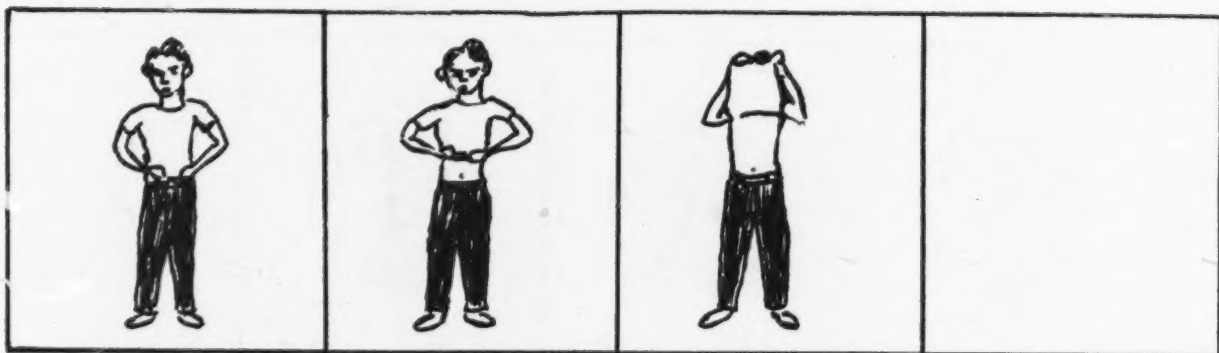


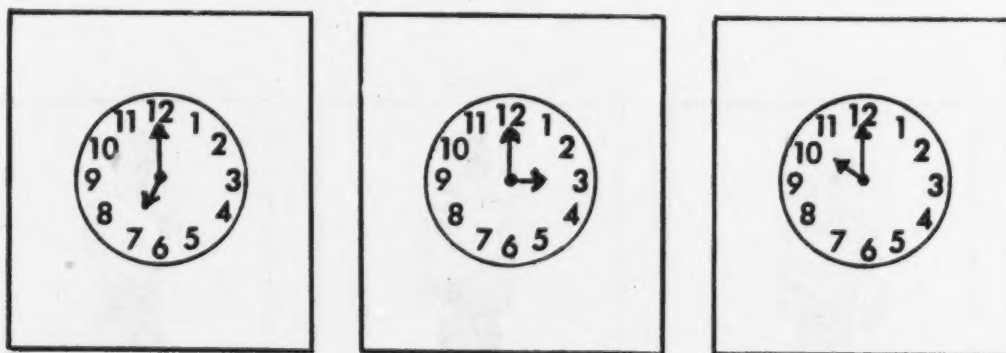
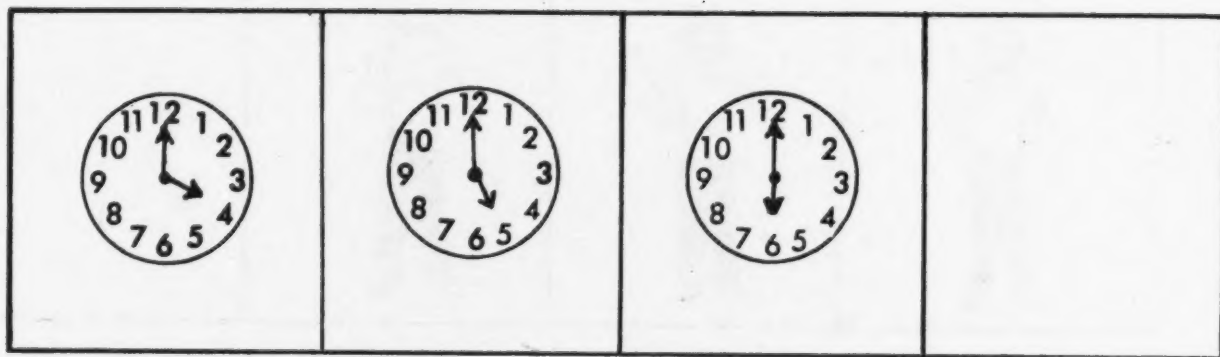


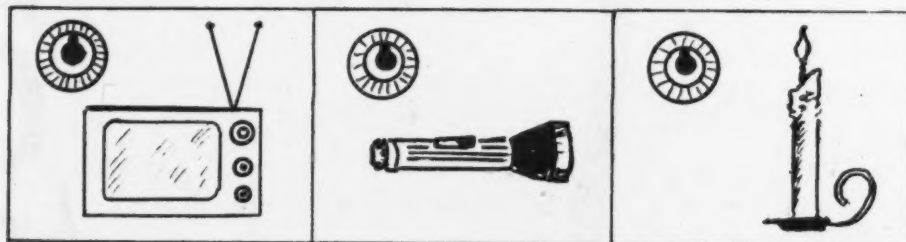
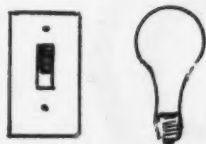
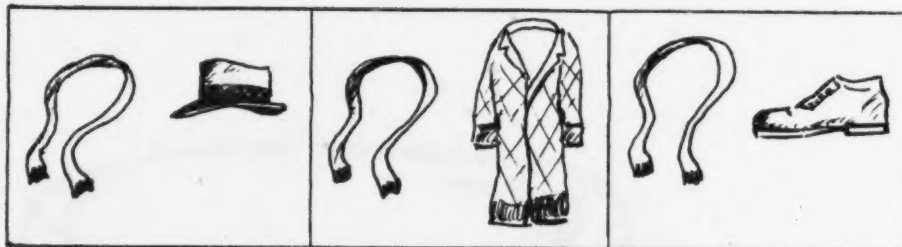
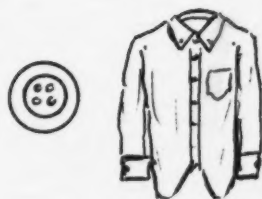
x	c	f	l
t	m	n	o
d	z	u	b
a	c	o	e
d	b	p	q

mouse	cat	elephant	ox
cow	mouse	cat	ox
cat	cam	elephant	cow
cot	eat	cow	cat
cat	cot	eat	cut







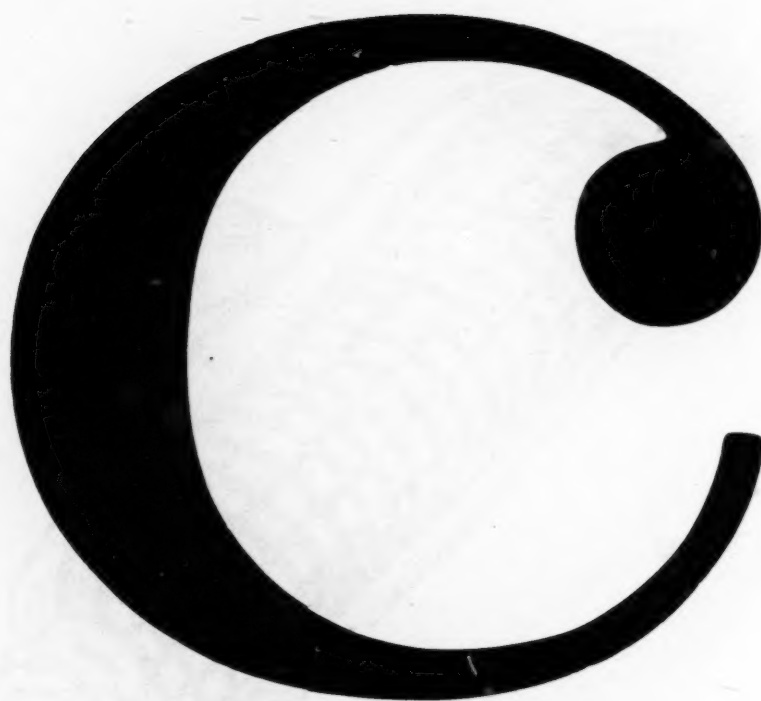






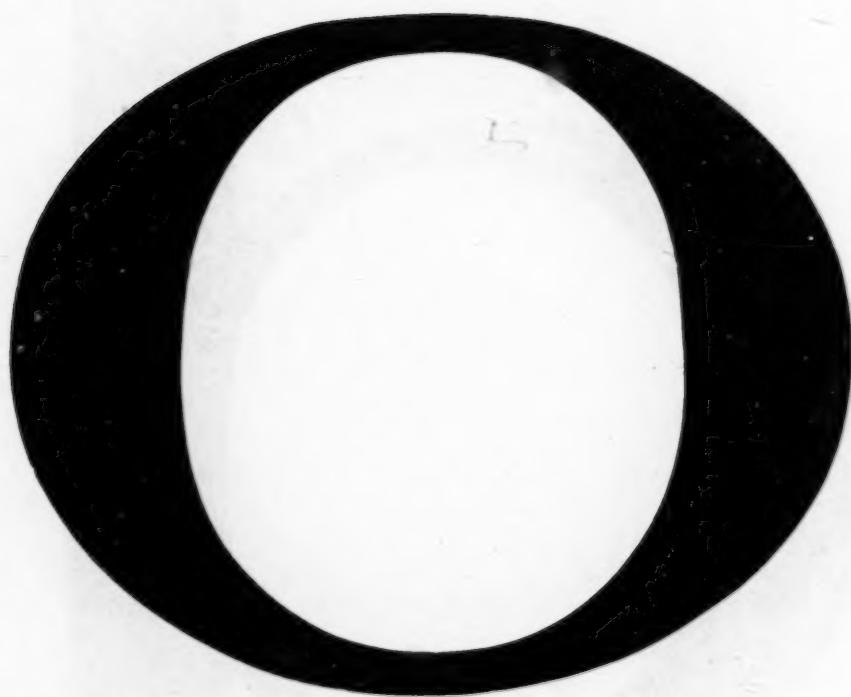






RE

b



ol

↑ u r u

o e _ e

cat

cow

cot

cut

Name _____

Location _____

I.	Following one-step directions	<u> /8 </u>
II.	Following two-step directions	<u> /4 </u>
III.	Left-right	<u> /8 </u>
IV.	Same	<u> /4 </u>
	Different	<u> /4 </u>
V.	First-second-third-last	<u> /4 </u>
VI.	Visual discrimination	
	Differences	
	Pictures	<u> /15 </u>
	Shapes	<u> /5 </u>
	Letters	<u> /5 </u>
	Words	<u> /5 </u>
	Likenesses	
	Pictures	<u> /5 </u>
	Geometric shapes	<u> /5 </u>
	Letters	<u> /5 </u>
	Words	<u> /10 </u>
VII.	Visual memory	
	Objects in large scene	<u> /7 </u>
	Objects in isolation	<u> /5 </u>
	Letters in isolation	<u> /5 </u>
	Words in isolation	<u> /5 </u>
VIII.	Cognition	
	Categorization	<u> /5 </u>
	Sequencing	<u> /2 </u>
	Analogies	<u> /4 </u>

ERIC Clearinghouse

DEC12 1972

on Adult Education

MS. A. 1. 1. 1. 1. 1. 1.

TO SEE A

COUNSELOR

1000000

